PHRASEOLOGY IN GERMAN AS A FOREIGN LANGUAGE TEACHING

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Annotation: This article is devoted to one of the most complex and interesting areas of linguistics, namely phraseology. This is a new area of linguistics that deals with the fixed word complexes of a language. Phraseology in foreign language learning and teaching has been an object of linguistic and didactic research for almost 40 years. This article begins with information of phraseological term. Then, I will discuss some characteristics of a phraseologisms. Also, I will touch up on creation of a lesson plan. Furthermore, I will explore teaching methodology to define the phraseological units in German as a foreign language teaching. Finally, using the example of German as a foreign language, some general aspects of phraseology in foreign language teaching will be illustrated in the context of the learning of phraseology are addressed.

Аннотация. Эта статья посвящена одной из самых сложных и интересных областей лингвистики, а именно фразеологии. Это новая область лингвистики, которая имеет дело с фиксированными словесными комплексами языка. Фразеология в изучении и преподавании иностранных языков уже почти 40 лет является объектом лингвистических и дидактических исследований. Данная статья начинается с информации о фразеологическом термине. Затем я расскажу о некоторых характеристиках
фразеологизмов. Также я коснусь создания плана урока. Кроме того, я буду изучать методологию обучения, чтобы определить фразеологические единицы в немецком языке как преподавании иностранного языка. Наконец, на примере немецкого языка как иностранного будут проиллюстрированы некоторые общие аспекты фразеологии в обучении иностранному языку в контексте изучения фразеологии.

**Keywords:** Phraseologisms, literal meaning, idiomaticity, semantic transformation, transferences, polylexical and lexicalized language, creation of a lesson plan, articulation schemes, teaching phases, social forms,

**Ключевые слова:** Фразеологизмы, буквальное значение, идиоматичность, семантическая трансформация, переносы, полилексический и лексикализированный язык, создание плана урока, схемы артикуляции, этапы обучения, социальные формы.

Phraseology is rather neglected in foreign language learning and teaching. One of the reasons is that there is not enough emphasis in this area within the teaching and learning material available to students and teachers. Even though phraseological units, fixed word-groups with figurative meaning, are an important part of everyday communication. With regard to the particular complexity of phraseological terms, it is not surprising that they often prove to be stumbling blocks in foreign language or German as a foreign language teaching. In order to deal with phraseological terms, both as a teacher and as a learner, one must above all be aware of their complexity and characteristic features (polylexicality, solidity, and idiomaticity). Phraseological terms are multi-part linguistic units. They are semantically and syntactically stable and accordingly stored as a fixed unit in the (mental) lexicon (i.e. they are lexicalized) and can be retrieved and reproduced as a whole at any time. In addition to these, phraseological terms have another distinguishing feature - idiomaticity.
It refers to "the reinterpretation, the semantic transformation undergone by the components in the phrase", through which the meaning of the phraseological unit is "tied to a totality, a whole, which means more (one often speaks of semantic added value) or in any case something different from its constituent parts (components)" (Palm 1997: 9). Accordingly, in the case of phraseologisms one must distinguish between two meanings or readings - the literal and the phraseological. The literal one results from the meaning of the individual components and the transferred or phraseological one has to be learned because it cannot (or can only partially) be derived from the literal one. Phraseologisms in which one or more components retain their meaning external to the turn are called partially idiomatic or partially motivated. Furthermore, the meaning of the whole phrase or only of some of its components may participate in the phraseological meaning in a figurative sense - the establishment of relations between two meanings (readings) takes place on the basis of metaphorical, symbolic, and the like. Transferences. This phenomenon is called the translucent or idiomatic picture and it is observed in those phraseologisms where "the connection between the literal and the phraseological readings is comprehensible to the native speaker/hearer" or where he/she "perceives the literal reading as a natural, plausible model for the phraseological reading" (Burger 2010: 99).

From the above-mentioned characteristics of phraseologisms it follows that their teaching in GaF lessons could cause difficulties in comprehension and usage on several levels. With regard to receptive skills, phraseologisms must first be recognized in the text as polylexical and lexicalized language units with all their constituent parts. Furthermore, their meaning must be deciphered - several factors can be help: whether the phraseologism is fully or partially idiomatic, whether it has the transparent (idiomatic) picture or not, context of usage. In terms of productive skills, phraseologisms must be fully consolidated as polylexical and
lexicalized language units and used appropriately for the situation and language style.

7. The following lesson outline for teaching phraseologies with botanical components in GaF lessons (duration: 1 lesson, 45 minutes) was created for the fourth grade at Uzbek schools. According to the curriculum, the following content is taught and learning objectives are set in the third grade at high schools:

8. Pupils can understand and produce long and moderately complex to complex texts. They can guess the meaning of unknown words from the context or with the help of existing knowledge and recognize deeper logical connections in the text. They can express themselves in a structured and clear manner, express themselves critically on given topics and participate in discussions.

9. Pupils know different kinds of written texts. They can think and write logically connected and complex in the target language. When writing, they can include different sources as the basis of their arguments.

10. Pupils can summarize and translate short and simple texts.

11. Pupils deal with topics such as education and professional life, lifestyle, leisure and hobbies, environment and ecology, technology and media, politics. These topics promote the development of their personality and intercultural skills. Students should develop awareness and sense that there are many other values and customs besides their own. The competence of self-reflective and critical thinking should be developed.

12. Pupils possess and use various foreign language learning strategies.

13. Pupils have already covered the following grammatical phenomena in class: Present tense, past perfect, past tense, present perfect, future tense I, imperative, passive (present and past tense), subjunctive II, declension of
nouns, pronouns and adjectives, intensification of adjectives, participle I as an attribute, negations, prepositions and adverbs, reduction of common verbs, simple and complex sentences, infinitive constructions.

The above learning objectives provide a baseline for the starting point. With regard to these learning goals, which students should have achieved by the third grade, it is assumed that they are able to deal with and comprehend the complex nature of phraseologisms. Furthermore, it is assumed that learners have (implicit) phraseological knowledge in their native language, which should facilitate the teaching of phraseological units in the foreign language classroom.

Creation of a lesson plan. In order to create a lesson plan, mastery of the didactic-methodological theory is essential. The (learning) objects of a language are geography, pronunciation, vocabulary and grammar (cf. Rösler 2012: 157). Accordingly, skills can also be determined that must be acquired and continually developed in a foreign language.

These are the following: productive (writing and speaking) and receptive (listening and reading) (cf. ibid.: 127). There are many different views on the topic of which criteria can be used to judge good (GaF) teaching, because it is difficult to define universally valid rules and procedures in view of the heterogeneity and complexity of the influencing factors. Nevertheless, certain empirically proven criteria of good (foreign language) teaching have been elaborated (cf. Gehring 2018: 15). They are not in themselves an unconditional guarantee of good teaching, but they serve as important and necessary points of orientation. These criteria "concern the structuring of a lesson, the presentation of the content, the activation of the students, the performance expectations, and the design of the learning environment" (ibid.). With regard to the specificity of foreign language teaching, the following criteria gain additional importance: "comprehensibility, interaction, task quality, and attitude toward errors" (Gehring 2018: 19).
In order to create a lesson outline, the teacher must thoroughly think through the sequence of a lesson. Basically, the articulation schemes are based on the following steps: introduction (introduction to the topic and activation of prior knowledge), elaboration (familiarization with the subject matter and expansion of competencies) and securing of results (practicing and assessing) (cf. Bimmel et al. 2011: 71). Accordingly, a distinction is made between the following teaching phases: introduction (in this phase, interest in the topic is to be aroused and preliminary relief for the next phase is to take place), presentation (in this phase, the content to be worked on is presented and it is to be understood globally), semantization (in this phase, the material offered is to be analyzed at the sentence and word level) and practicing (in this phase, the new idioms are practiced) (cf. ibid.: 73).

The teaching methodology refers to the working and social forms, learning activities and media selection. It must be varied to avoid monotony and ensure learning opportunities for every type of learner (cf. Gehring 2018: 23). Social forms can be defined as "all forms of cooperation as well as between teachers and learners and as a special case the work of the single individual" (Rösler 2012: 96). Types of social forms include individual work, frontal teaching/teacher lecture (e.g., in the form of presentation of linguistic phenomena by the teacher, via an audio text or video; choral rehearsal), class discussion, group work (difference between larger and smaller groups), and partner work (cf. Rösler 2012: 96-104; Bimmel et al. 2011: 59). The distinction between social and work forms is not always clear-cut, but basically the term work form refers to activities (cf. Rösler 2012: 95). Accordingly, a distinction is made between the following forms of work: Exercises, tasks, projects, and games (cf. ibid.: 104). In foreign language didactics, the terms exercise and task have fundamentally different meanings. Exercises have "a grammatical focus that is trained" and serve to "improve a certain skill, e.g. a
grammatical or a lexical one" (Gehring 2018: 21). In communication, however, one needs all the linguistic skills one has. Through tasks or through open and communication-related activities, realistic linguistic action should consequently be practiced (cf. ibid.; Rösler 2012: 106). Although the difference between tasks and exercises is not always clear, typical formats of exercises are, for example, multiple-choice exercises, cloze texts, matching exercises, reshaping exercises, dictations, etc. (cf. Rösler 2012: 107).

The learners must always be clear about the performance, behavior, and participation expectations (cf. Gehring 2018: 18). Regular factual and comprehensible feedback from the teacher is therefore essential. In order for the teacher to be able to set different expectations for the learners, he or she must be clear about what he or she can and should actually expect from them, or what the learners should learn and what progress they should make in the learning process compared to the starting point. From a didactic perspective, the answers to these questions are called learning objectives. Learning goals are crucial for building learners' skills and therefore need to be set realistically and aligned with the curriculum (cf. Bimmel et al. 2011: 41). They describe the process of change a learner experience in the learning process - what new things he knows, can do, and means compared to the starting position. Learning goals can consequently refer to new knowledge, skills, and attitudes (cf. ibid.: 45). They basically describe an observable behavior and would therefore have to be formulated clearly so that at the end it can be checked whether they have been achieved or not. They can be formulated unambiguously with the following verbs, for example: (to)order, name, classify, list, explain, describe, compare; and with the following less unambiguously: have fun, know, understand, make curious, be familiar. There are, however, higher-level learning objectives that are difficult to verify but of great
importance. They mainly concern attitudes of learners towards other cultures, fellow human beings, political issues, etc. (cf. Bimmel et al. 2011: 45).

**Bibliography**


**Dictionaries:**

